

Yaumati Kaifong Association School
2011-2012 Academic Year
Whole School Approach to Guidance and Discipline
Service Year Plan

The School Discipline and Counseling Policy and Focus Introduction

(1) Implementing and organizing the policy of discipline and counseling.

- a. Assist editing the Whole School Approach to Guidance and Discipline Year Plan and execute the self-evaluation scheme to have continuous assessment to the plan and write the evaluation report of the Student Guidance Service in order to implement the effective counseling services.
- b. Cooperate with the school Discipline and Counseling Team to establish the counseling policy on students and assist in operating the Understanding the Adolescent Project (UAP) and related counseling services.
- c. Consolidate the existing internal and external referral system to ensure the students in need could get the suitable services.
- d. Carry out various activities to enhance the spirit of Love and Care based on the school culture and to establish the sense of belonging among students.

(2) Carry out school based student counseling services

- a. Set concrete objectives for the Whole School Approach to Guidance and Discipline so as to organize and operate school based counseling activities to nurture the appropriate living attitude and good behavior of students. In the mean time, self-esteem, inter-personal relationship and the responsibility towards community will be focused as well.
- b. Plan and hold diverse and efficient students counseling activities to match up with the developmental needs of students.

(3) Carry out preventive and developmental activities

- a. Make overall planning on different preventive and developmental students' activities to assist students to integrate themselves into school life and develop individual potential and achieve psychological and physical health.
- b. In charge and organize the Moral and Civic Education and Personal Growth Education in the accumulated methods to let students grasp the basic knowledge, attitude and skills in the areas of personal development, interpersonal development, studies and career.
- c. Emphasize mutual support and love to encourage students to have self exploration and reflection.
- d. Organize different groups and training sessions, such as emotion management group, Big Brother and Sister Scheme (BBS), leadership training, and so on, based on the students' needs to foster students' development.
- e. Assist in planning and operating various leadership training.

(4) Provide individual counseling services

- a. Identify the emotional and behavioral problems of the students.
- b. Provide individual counseling services to the students with case assessment and follow up plan.
- c. Cooperate with teachers and parents to help the students in order to cope with their developmental problems.
- d. When it is in need, such as crisis, different corresponding parties will be contacted and external resources will be utilized.
- e. Assist the school to enact clear internal referral system.

(5) Reinforce the cooperation and connection among parents and the school

- a. Provide parent seminars in order to enhance their abilities to nurture their children in proper way.
- b. Assist the school to build up rapport among parents and the school to enhance the quality of Home-School Cooperation.

(6) Organize teachers' development and training activities

- a. Organize the teachers' development and training programs about counseling elements, so that the counseling capability of teachers can be enhanced.
- b. Provide students counseling related resources.

(7) Others

- a. Manage administration work, such as EDB report, SGP report, case report service questionnaires and so on.

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2011-2012 Academic Year

Whole School Approach to Guidance and Discipline Service Year Plan

Topic for this year : Harmony in school (2Rs)

Activity for Whole Year : "I do! Award" Campaign

D) Goal

- a. Provide suitable Whole School Approach services to cultivate good learning environment and foster the culture of mutual love and help students grow up in the school.
- b. Cooperate with the Discipline Master to carry out whole school student counseling services such as preventive and developmental activities. Ultimately, it can enhance students' positive attitudes and value.
- c. Provide counseling services to those students suffered from emotional problems, behavioral problems and developmental problems.
- d. Provide professional advices to parents and develop diverse activities, such as seminar, workshop, meeting and so on. The cooperation between parents and the school can equip them to have much concern on students in need.
- e. Carry out Personal Growth Education and the Understanding the Adolescent Project (UAP) to train students' ability on self-reflection and positive thinking. Thus, they can enhance their problem solving skills, resilience and self-confidence.
- f. Support teachers' professional development and strengthen teachers' understanding in students' developmental needs.
- g. Develop and enhance the four main aspects: human development, interpersonal development, academic development and career, through School-based Personal Growth Education.

II) Current Situation

a. The benefits of the school

1) Internal Factors

- The school successfully applied for the Understanding the Adolescent Project (UAP), which strengthen the resources of student counseling services.
- The funding of the School-based Support Scheme Grant and School-based After School Learning and Support Programmes could strengthen the services for those new immigrant and deprived students.
- Teachers are cooperative and helpful to different counseling services that would boost the effectiveness of the counseling progress.
- A certain numbers of parents are actively involved in counseling progress which would help students' development.
- The students of the school are active to join different programs.

2) External Factors

- The Education Bureau holds workshop and seminar in different areas regularly which can provide the newest information related to the Whole School Student Counseling Services.
- The Yang Memorial Methodist Social Service applied the Community-based Project (CBP) cooperating with the school and holds an after school care program, SMARTIES Project, to the students lacking of parents' care which strengthen the support from external organization.

b. The difficulties facing

1) Internal Factors

- i. The parenting styles are diversified based on different cultures and religions. Mostly, they are in the types of authoritarian and permissiveness. This will affect the growth of the students.
- ii. Many students are new immigrants and their mother tongue is not Chinese or English. This brings lots of difficulties on their living in society.
- iii. The family backgrounds of students are getting complicated, such as single parent, new immigrant, dual-income earners and low income. These would affect students' studies and behavior mode.
- iv. Some students have emotional and behavioral problems which affecting their growth.
- v. The medium of communication in the school is English. As a second language to the students, teachers and workers, the difficulties would be appeared in counseling matters.

2) External

- i. The negative influence of media and society will affect students' value, and it will block the progress of discipline and counseling implementation.
- ii. The services provided to the ethnic minority are limited in Hong Kong. The students could not find sufficient support from society easily.
- iii. The language constraints are the barrier towards ethnic minority. So they could not get appropriated community resources.

III) Service Plan

Activities for the academic year of 2010-2011

Content	Objectives	Period	Targets	Person in-charge	Evaluation Methods
1. Introduction of the disciplinary theme and activities -- “Ido! Award” Campaign Opening	To introduce the highlighted 2Rs message and arouse students’ participation for the whole year activities.	10/2011	All students (2R activity)	Discipline Board & SGP	Participation of students
2. “Ido! Award Campaign”	To strengthen the highlighted 2Rs message and promote students’ responsibility and respect.	Whole Year	All students (2R activity)	Discipline Board & SGP	Participation of students Observation
3. “Class Discipline” Competition	To arouse students’ understanding about the importance of the whole school participation in maintaining good discipline in school.	Whole Year	All students	SGP	Participation of students Observation of teachers
4. Big Brother and Sister Scheme	To facilitate the senior students to help junior in adapting the school life	Whole year	P.1-6 students	SGP	Participation of students Observation
5. “Multi-cultural Drawing ” Competition	To arouse the harmony in school among students through the mean of drawing.	28/11/2011- 3/12/2011	All students	SGP	Participation of students
6. “Classroom Cleaning” Competition”	To arouse students’ understanding about the importance of the whole school participation in keeping clean and tidy in school.	12/2011	All students	SGP	Participation of students Observation of teachers

7. Teachers Development Training	To equip teachers with useful training information, improving the relationship among teachers and building up good team spirit.	12/2011	Teachers	SGP	Participation of students Questionnaires
8. “Visit to Nursing Home” for P.2A	A voluntary service integrated with General Studies subject. Aim at letting students understand the needs of elderly and care about different people the society	12/2011	P.2A Students	SGP, GS Teachers, TA	Feedback of students Questionnaires
9. “Preparing for F.1” Parents Talk	To equip both P.6 students and parents with suitable secondary information, in order to help them prepare well before selecting and moving to F.1.	15/12/2011	Parents	SGP	Participation of students Questionnaires
10. “Promoting Positive Parenting Skills” Parents’ Talk	To equip parents the proper ways and skills to nurture children.	1//2012	Parents	SGP	Participation of parents Questionnaires
11. “Promoting Positive Parenting Skill”s Parents’ Workshop	To enhance parents’ parenting skills and empower parents through mutual support.	1/2012	Parents	Discipline Board, SGP	Comment Collection Observation of teachers
12. Preparation week for multi-cultural week	To assist students well prepare for multi-cultural week.	3/1/2012- 6/1/2012	All students	SGP	Participation of students Observation
13. Multi-cultural Week: 14. Harmony in school	To arouse the harmony in school among students finally.	9/1/2012- 13/1/2012	All Students	M&C Team & SGP	Participation of students Observation
15. “Ido! Award Campaign” Mid Summary	To evaluate the implementation of campaign and make adjustments if necessary.	19/1/2012	Teachers	Discipline Board, SGP	Comments from teachers
16. “Interview Skills Workshop”	For P.6 students’ psychological preparation in	2/2012	P.6 Students	SGP	Participation of students

for P.6	promoting to F.1 and to aid them with the skills of F.1 interview.				
17. “Visit to Food Bank” for P.6A	An experiential tour to the food bank. To provide an opportunity for the students to know more about the needs and situation of the deprived in Hong Kong.	2/2012	P.6A Students	SGP, GS Teachers, TA	Feedback of students Questionnaires
18. “Voluntary work in Kindergarten” for P.4A	To train up students’ responsibility, problem solving skills and team-work coordination in the preparation of voluntary services.	3/2012	P.4A Students	SGP, GS Teachers, TA	Feedback of students Questionnaires
19. Sex education Talk	To educate students’ with the proper sex knowledge and the way to protect themselves.	3/2012	P.4-6 students	SGP, Family Planning Association of Hong Kong	Observation Questionnaires
20. Emotion-management Group	To students with positive thinking and proper ways to release their emotions.	3/2012 (5 sessions)	Students in need	SGP	Participation of students Attendance of students Questionnaires
21. Peers Support Group	To equip students with proper communication and social skills and thus build up supportive peers network.	4/2012 (5 sessions)	Students in need	SGP	Participation of students Attendance of students Questionnaires
22. “The F-A-M-I-L-Y” Card	F-A-M-I-L-Y refers to Family and Mother I Love	5/2012-	All students	SGP	Participation of students

	Making	You. To raise students' sense of love and care and help them to share love and care to parents.	6/2012		Class teachers	Observation
23.	"Sharing Love to Classmates & Teachers" Campaign	To raise students' sense of love and care and help them to share love and care to classmates and teachers.	5/2012-6/2012	All students	SGP	Participation of students Participation of students
24.	"Love Environment" Campaign	To promote students' sense of love and care to our environment and the nature.	6/2012	All students	SGP	Participation of students
25.	"Ido! Award Campaign" Closing Ceremony	To recognize students' good performance in 2Rs: responsibility and respect and encourage them to keep 2Rs continuously. Reassure students' good behaviours.	6/2012	All students	Discipline Board SGP	Participation of students Observation

- **The highlighted items will be integrated with Moral and Civic Education (MC Ed.)**